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ABSTRACT

This language arts minicourse guide for Lampeter-Strasburg (Pennsylvania) High School contains a topical outline for a speech course. The guide includes a list of sixteen course objectives; an outline of the elements of speech communication to be covered by the course; a description of the content and concepts to be studied in interpersonal and intrapersonal communication, public speaking, and persuasive discourse; the presentation of sixteen student activities intended to increase self-awareness in the communication process; and suggestions for instructional materials, including textbooks, transparencies, filmstrips, tapes, and films. (RB)

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ED105500

Language Arts Mini-Course

SPEECH

Lampeter-Strasburg High School
Lampeter, Pennsylvania
1974

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CS 202 029

SPEECH

OBJECTIVES

1. To develop the ability to speak fluently with poise and confidence before a group.

2. To be able to explain the process and nature of communication by diagramming of a communication model.

3. To be able to name the parts and functions of the speech mechanism.

4. To be able to explain the elements involved in intrapersonal (inner dialogue with self), interpersonal (informal dialogue between one or more persons) and public (formal) speaking situations.

5. To list the basic principles of good speaking.

6. To be able to grasp and convey meaning expressively in reading orally.

7. To conduct a productive interview.

8. To conduct and participate in a purposeful discussion.

9. To be able to select, plan, develop, and outline a topic into a well-organized speech.

10. To learn to evaluate an audience.

11. To practice good delivery techniques: eye contact, posture, voice control, meaningful gestures, pronunciation and articulation.

12. To be able to name the basic formulas for demonstration, informative, and persuasive speeches.

13. To listen critically and to be able to discern a speaker's purpose; to listen for information.

14. To develop standard's of evaluation of the mechanics of a speech performance and to apply these standards to his own and his classmates' speaking performances.

15. To name the persuasive techniques and to incorporate them into a 7-10 minute persuasive speech to convince, to believe, or to inspire.

16. To observe, interpret, and record nonverbal communication in the content of a situation.

OUTLINE

I. The Process of Communication
   A. Communication defined
   B. The nature of communication: a model
   C. Levels of communication
   D. The speech mechanism
   E. A preview of basic speech principles

II. Elements in Intrapersonal Communication
   A. Self-concept: developing a sensitivity to one's own communication needs.
   B. Language and thought

III. Elements in Interpersonal Communication
   A. Purposeful listening: awareness of the other
   B. Informal conversation
   C. Interviews
   D. Dynamics of group discussion
   E. Nonverbal communication
      1. Proxemics
      2. Kinesics

IV. Elements in Public Speaking
   A. Purpose: kinds of speeches and their basic requirements
      1. Demonstration
      2. Informative
      3. Persuasive
   B. Speech Preparation
      1. Analyzing the audience
      2. Choosing and developing a subject
      3. Resources: using the library
      4. Organizing: the outline
      5. Presenting ideas and choosing language
         a. Connotation and denotation
         b. Facts versus opinions
         c. A ladder of abstraction
   C. Delivery
      1. Eye contact
      2. Stance and posture
      3. Voice control
         a. Volume
         b. Inflection
         c. Pronunciation and articulation
      4. Meaningful gestures
      5. Attitude
      6. Speech and body mannerisms
   D. Evaluation Criteria

V. Reading Aloud
   A. Interpretation - conveying meaning
   B. Expression

VI. Persuasion and Propaganda in a free society
  A. Persuasion techniques
  B. Advertising

CONTENT

I. The Process of Communication
  A. Communication defined
    1. The means of communicating our thoughts and how we feel about them, by means of voice, words and gestures.
    2. Includes all methods of conveying any kind of thought or feeling between persons.
    3. Animate and inanimate objects communicate
  B. The nature of communication: a model
    1. A two-way process that seeks to elicit a response
    2. A symbolic process
    3. Receiver's response test of effectiveness
    4. S-M-C-R: Stimulus (Sender) - Message- Channel - Response (Receiver)
  C. Levels of communication
    1. Intrapersonal: inner dialogue
    2. Interpersonal: between two or more persons
      a. Informal: conversation, discussion
      b. Formal: Public speaking
  D. The speech mechanism
    1. Vocal cords and larynx
    2. Lungs and diaphragm
    3. Mouth and lips
    4. Sinus cavities
  E. A preview of basic speech principles
    1. Purpose of speech
    2. Choosing and limiting topic
    3. Analyzing audience
    4. Finding material
    5. Organizing speech
    6. Attitude and enthusiasm
    7. Animation
    8. Vocal variety

II. Elements in Intrapersonal Communication
  A. Self-concept: developing a sensitivity to one's own communication needs
    1. Vocabulary: "The limits of my language are the limits of my world."
    2. Stereotyping self and others
  B. Language and thought
    1. Good thinking necessary for good speaking
    2. Statement and solution of problem
    3. Reasoning
      a. Argument from authority
      b. Analogy
      c. Cause and effect
      d. Induction and deduction
        (1) Induction: generalization from specifics
        (2) Deduction: from general to specific

III. Elements in Interpersonal Communication
  A. Purposeful listening: awareness of others
    1. An essential part of communication
    2. More than "hearing"
    3. Should be selective and purposeful
    4. Three reasons for listening
      a. To gain information
      b. To understand
      c. For pleasure
    5. Listening to ideas as well as words
    6. Barriers to effective listening
  B. Informal conversation
    1. Listen with interest
    2. Use tact
    3. Find common ground
    4. Give and take
    5. Avoid arguments
  C. Interviews
    1. Preparation
    2. Introduction
    3. Purpose
    4. Securing information
    5. Ending the interview
  D. Dynamics of group discussion
    1. Aim: to mutually explore a problem
    2. Planning
    3. Types
      a. Interview
      b. Forum
      c. Symposium
      d. Panel
  E. Nonverbal communication
    1. Proxemics
      a. The "language of space"
      b. Communication distance
        (1) Intimate
        (2) Personal
        (3) Social
        (4) Public
    2. Kinesics
      a. The "language of gestures and movement"
      b. Gestures adding meaning and contradicting meaning

IV. Elements in Public Speaking
  A. Purpose: kinds of speeches and their basic requirements
    1. Demonstration
      a. A "how-to" speech
      b. Clear instructions in easy-to-follow steps
    2. Informative
      a. To give audience information
      b. Steps
        (1) Attention
        (2) Need
        (3) Satisfaction
        (4) Conclusion

3. Persuasive
   a. To convince, inspire, to move to action, to change beliefs
   b. Steps
      (1) Attention
      (2) Need
      (3) Satisfaction
      (4) Visualization
      (5) Actualization

B. Speech Preparation
   1. Analyzing the audience
   2. Choosing and developing a subject
   3. Resources: the library
   4. Organizing: the outline
   5. Presenting ideas and choosing language
      a Connotation and denotation
      b. Facts versus opinion
      c. A ladder of abstraction

C. Delivery
   1. Eye contact
   2. Stance and posture
   3. Voice control
      a. Volume
      b. Inflection
      c. Pronunciation and articulation
   4. Meaningful gestures
   5. Attitude
   6. Speech and body mannerisms

D. Evaluation Criteria

V. Reading Aloud
   A. Interpretation - conveying meaning
   B. Expression

VI. Persuasion and Propaganda in a Free Society
   A. Persuasion techniques
   B. Advertising

ACTIVITIES

1. Students will keep a journal of observations of communications situations and their own speaking experiences and progress. The teacher will, from time to time, assign specific topics for the journals. The journals will also contain quotations, poems, and short anecdotes that the student should be prepared to share with the class as called upon. Journals will be collected and checked by the teacher every two weeks. The journals serve as an effective communication channel between students and teacher.

2. Self-concept: students will prepare a nonverbal "autobiography."

3. Self-concept: students will prepare a dialogue between two of his "selfs" discussing some problem or situation.

4. Students will practice introductions by introducing fellow students after listening to the introductory speeches.

5. Students will practice active listening by filling out evaluation forms on fellow students' speeches.

6. Students will interview a member of the faculty or administration or an outside guest.

7. Students will choose a topic and prepare a discussion according to the principles taught in class.

8. Students will spend one class period practicing "Rogerian listening."

9. Students will be required to choose and present an interpretive reading in class.

10. Students will complete a library assignment that familiarizes them with available resources.

11. Students will listen to a series of tapes, "Effective Communication" and "Dynamics of Group Discussion" and complete activities as presented on tapes.

12. Students will view a variety of filmstrips emphasizing various areas of the communication process. (see "Materials.")

13. Using the techniques of persuasion and propaganda presented in "The Persuasion Box," students will write a one minute advertisement.

14. Students will play the games, "Body Language" and "Propaganda."

15. The best way to learn to speak is by speaking. Students will be required to be involved in twelve speaking situations in the eighteen weeks of the course. Students will be given speech formulas and will be expected to follow these. Outlines of several designated speeches will be required and are to be handed to the instructor one day prior to the scheduled speech.

Speeches:

Introductory (time varies)
Values (2 min.)
Oral reading (3-5 min.)
Personal experience (3 min.)
Interviews (one class session)

Continuing activities: Impromptu/Extemporaneous; Anecdote (time varies)

Discussion (one - two class sessions)

Outline required: Demonstration (5-7 min.); Informative (5-7 min.); Advertisement (1 min. mini-persuasive); Persuasive (7-10 min.)

16. If time allows, students will select and prepare a story for telling in the elementary schools.

MATERIALS

I. Text: Hibbs, Fessenden, Larson, Wagner, Speech for Today

II. Transparencies: Lampeter-Strasburg, Eng. 6, "Basic Speech."

III. Filmstrips
- A. Lampeter-Strasburg Library, Eng. 14: "How to Tell the Difference Between Fact and Opinion."
- B. Eng. 15: "How to Discover the Purpose of a Speaker."
- C. Eng. 16: "How to Tell the Difference Between Essentials and Details."
- D. L.E. 16: "Making an Outline"
- E. L.E. 19: "Reciting in Class"
- F. Filmstrip/Cassette: "Proxemics"
- G. Filmstrip/Cassette: "Kinesics"

IV. Tapes
- A. Four-tape set: "Effective Communication," Argus Co. (1) "Art of Listening," (2) "Awareness of Feelings," (3) "Speech Mannerisms and Body Talk." (4) "Attacking and Defending"
- B. "Dynamics of Group Discussion," Argus Company

V. "The Persuasion Box," Learning Seed Co.

VI. Films - I.U. 13
- A. "Helen Keller"
- B. "Very Nice, Very Nice"